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ABSTRACT

This report presents 38 strategies for cooperation between technical institutions and industry based on activities conducted in Saskatchewan. Section A discusses the need for technical institutes to adapt to demographic, technological, workplace, economic, lifestyle and organization changes and lists some of the trends that may have an impact on the role of these institutions. Section B discusses the concept of partnership, describing different types of cooperation developed between industry and post-secondary institutions, e.g., partnerships, coalitions, networking, sharing, linkages, and interaction. Next, the 38 partnership strategies for industry and educational institutions are presented in four categories: (1) symbolic partnership strategies that are intended to change the way industry and society as a whole perceive the institutes; (2) structural partnership strategies that are designed to increase productivity through realignment of authority or the creation of new organizational units; (3) resource partnership strategies that focus on more effective utilization of staff; and (4) program development and delivery partnership strategies that are designed to increase responsiveness in the creation of programs and improve the flexibility of program delivery. Each of the strategies is presented in a standardized format, containing a description, rationale, and information on cost, benefits, and critical factors for success. The final sections present strategies for change, recommendations, and a summary. (HB)

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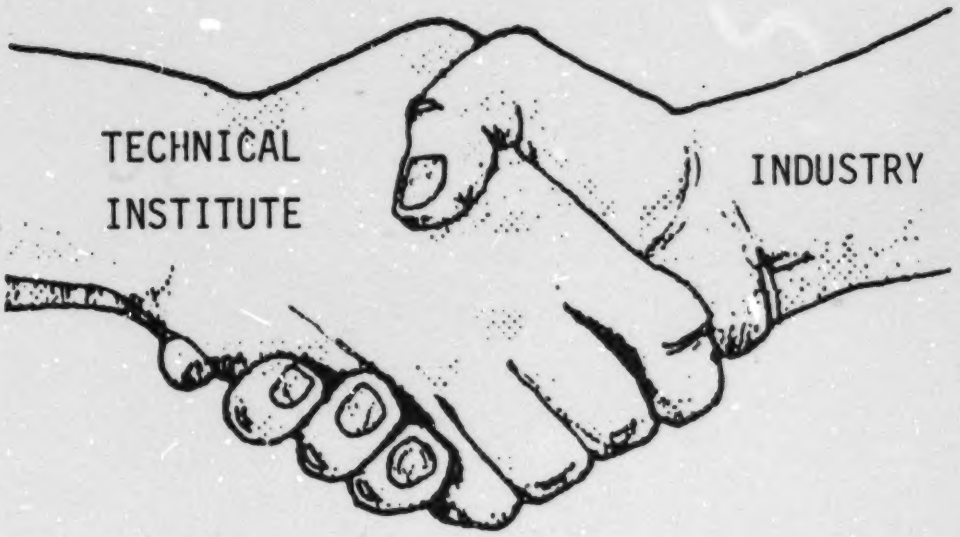
THIRTY-EIGHT PARTNERSHIP STRATEGIES:

INDUSTRY AND TECHNICAL INSTITUTE



A Report Commissioned by E.W. Evancio,
Assistant Deputy Minister, Advanced Education
Saskatchewan Advanced Education and Manpower

prepared by

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May, 1985

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Hard as it may be to do, establishing mutually supportive partnerships with industry seems to me an essential task on the new frontier. Higher education has much to learn about being a good partner. Reducing potential industrial partners to the status of junior partners whose task it is to offer support without criticism is not likely to result in a constructive or lasting relationship. Neither is selling our soul for a mess of short-range benefits. But establishing partnerships based on mutual trust and respect and a careful consideration of what each has to offer is a pathway that seems clearly indicated on the new frontier. The potential partners are many, and some colleges are well along the road to forging promising new partnerships.

K. Patricia Cross

EXECUTIVE SUMMARY

The technical institute is among the most environmentally dependent of all organizations. Saskatchewan, like all other industrialized societies, is rapidly evolving in terms of demographic, technological, workplace, economic, life style, and organizational changes. One response to these environmental changes on the part of technical institutes is the development of partnerships with industry.

All forms of cooperation are increasing in post-secondary education. Perhaps the most attention is devoted to the concept of partnership. Partnership assumes at least two parties, with each party bringing some resources into the partnership and thus requiring shared ownership.

Thirty-eight Partnership Strategies for institute and industry are presented in outline. They are organized into four categories. Symbolic Partnership Strategies are intended primarily to changing the perception of the institutes on the part of industry and society generally. Structural Partnership Strategies are designed to increase productivity through realignment of authority or the creation of new organization units. Human Resource Partnership Strategies are focused on the more effective utilization of staff. Program Development and Delivery Partnership Strategies are designed to increase responsiveness in the development of programs and improve flexibility in the delivery of these programs. Each of the strategies is presented in a standardized format of description, rationale, cost, benefits, and critical factors for success.

Such strategies are difficult to implement in public education. Innovation only rarely succeeds in these institutions because of a number of factors: insufficient resources, insufficient commitment, lack of ownership of the part of implementers, change as a threat to security, and the bureaucratic support of the status quo.

A sequence of implementation steps are suggested. One, a high level declaration of the spirit of partnership must be enunciated. Two, a number of symbolic partnership strategies must be selected and implemented. Three, at the same time, substantive partnership strategies should be selected. More time is required for substantive strategies not only because the organizational implications are so much more profound, but because these strategies usually require additional resources. Four, once the climate for partnership has begun to develop as a result of the implementation of the symbolic strategies, the substantive strategies may be implemented. Five, the intended and un-intended outcomes of these substantive partnership strategies should be assessed.

The final part of the report is a Decision Guide For Implementation of Partnership Strategies. This guide abstracts the critical elements of all thirty-eight strategies including suggested action.

TABLE OF CONTENTS

		Page
A.	NEED FOR CHANGE	1
B.	THE CONCEPT OF PARTNERSHIP	3
C.	PARTNERSHIP STRATEGIES	7
	Symbolic	9
1.	Program Graduate Warranty	10
2.	Occupational Insurance	11
3.	Partnership Builder	12
4.	Mobile High Tech Lab	13
5.	Sneak Preview	14
6.	Industry Days	15
7.	Daybreakers	16
	Structural	17
8.	Job Training Corp	18
9.	Marketing Segmentation	19
10.	Marketing Division	20
11.	Facility Development and Operation	21
12.	Institute Intelligence Service	22
13.	Program Council	23
14.	Industry-Institute Councils	24
15.	College and Institute Foundation	25
16.	Program Franchising	26
17.	Vouchers	27
18.	Differential Tuition..	28

		Page
	Human Resources	29
19.	Sherpa Service	30
20.	Task Force	31
21.	Program Counsellor	32
22.	Partnership Development Fund	33
23.	Return to Industry	34
24.	Industry Loan Plan	35
25.	Industry-Institute Exchange Program	36
26.	Registered Staff Investment	37
27.	Industry/Institute Retreats	38
28.	Intrapreneurship	39
	Program Development and Delivery	40
29.	FLEXPRO	41
30.	Integrated Program Delivery	42
31.	Shared Resources	44
32.	Industry Audit	45
33.	Enterprise Institute	46
34.	Opening Learning Institute	47
35.	Two Plus Two Plan	48
36.	Firmstart	49
37.	Customized Job Training	50
38.	Industry Based Training	51
D.	THE STRATEGIES OF CHANGE	52
E.	RECOMMENDATIONS	53
F.	DECISION GUIDE FOR IMPLEMENTATION	57
G.	SUMMARY	61

THE NEED FOR CHANGE

The technical institute is among the most environmentally dependent of all organizations. It is legitimate only to the extent that it provides training and retraining which is relevant to the workplace. This may appear simple, but the increasing range and impact of change in society makes this task a complex and demanding one.

The technical institute must adapt to demographic, technological, workplace, economic, life style, and organization changes. All of these may merit a separate paper, but they can be summarized here.

Demographic Changes

a. There will be less people in the 18 to 23 age group and more in the 24 to 45 age group.
b. The population is increasingly diverse, including an increasing large number of Canadians from third world countries.
c. The work force will include an increasing number of women and older Canadians.
d. There will be an increasing number of one parent families.
e. Job changes in the lifetime of an individual will increase.

Technological Changes

a. Computers will be used in every business.
b. Technology will displace most workers doing repetitive work.
c. Greater recognition will be given to the human impact of technological changes.
d. Distance education technology will allow learners to be able to choose from many two year, undergraduate, and graduate courses/programs without leaving home or work.

Workplace Changes

a. Changes in business and industry will continue to accelerate.
b. Increasing number of workers will require retraining.
c. There will be an increasing amount of part time work, shift work, job sharing, mid career changes, and other similar developments.
d. The necessity for literacy in workers will increase.
e. Quality of work life issues will be of increasing importance.

Economic Changes

a. Canada's deindustrialization will mean a steady increase in service sector jobs.
b. Almost all new jobs will be created in the private sector, primarily small business.
c. There will be a dramatic increase in the formation of small businesses.
d. As public debt figures mount, there will be increasing privatization involving education, health, penal systems, facilities, and others.
e. Public education will receive less public monies.

Life Style Changes

a. Women will move more significantly into positions of power and influence.
b. There will be an increase of single person/parent households.
c. Individuals will make more geographic, work, and marital changes in their lifes.
d. Individuals will expect to receive education and training throughout their life.
e. Canada will increasingly look to judicial resolution of social, religious, economic, and other related issues.

Organizational Changes

a. Organizations will confront increasingly turbulent environments.
b. Organizations will increasingly decentralize and downsize as a survival strategy.
c. Employees will demand, as a function of more education, an increasing voice in decisions which effect them.
d. Organizations will become increasingly market oriented and competitive.
e. Organizations will develop more sophisticated strategies for unleashing individual creativity while simultaneously developing a stronger corporate culture.

Virtually all of these changes will have an impact on technical institutes. Even if only some of them actually take place, the cumulative impact will be enormous. Consequently, new strategies must be developed. One family of strategies can be grouped around the concept of partnership between industry and institute.

THE CONCEPT OF PARTNERSHIP

In all of its many forms, cooperation is the sine qua non of contemporary postsecondary education. As William Barnard (College Canada, December, 1984:5) pointed out, there is no choice as to cooperation with other organizations. There is only the decision to make the interaction planned or unplanned. Most institutions are opting for the planned interaction and, whether universities, community colleges, or institutes, these educational institutions are continually developing new ways to relate to other institutions of the same type, to different types of educational institutions, and, most germane to this paper, to business and industry.

No institution would feel this need more strongly than technical institutes. Of all types of educational organizations, at least in the public sector, none has such a clearly defined vocational and technical training mandate and, thus, none has such a clear and critical need to cooperate with industry.

Cooperation has many characteristics. The cooperation can be temporary or ongoing, it may deal with specific tasks or it may be cooperation on a wide range of activities, it may be casual and informal or it may be formalized into some kind of written agreement, it may involve on individual in the organization or a small group within or it may involve the organization as a whole, and the cooperation may be based on equality or inequality.

Cooperation can take on many forms. Cooperation may be a temporary coalition to serve a specific end. It may be the shared ideas concept of networking. Cooperation may be characterized by one party giving advice to another. Or it may be sharing, linkages, or interaction. Or it may be partnership.

All of these categories of cooperation are outlined in the Taxonomy of Cooperation: Industry and Post-secondary Education (Figure 1).

Of all the forms of cooperation, perhaps the most discussed is partnership. The key idea is that each party owns some vital resource which it brings to the partnership. These need not be identical. For example, while two partners in a business venture may each contribute money, even the same amount of money, in some partnerships only one partner puts up money. The other partner brings his experience in the field, his knowledge, his patents, his ideas, or some combination of these. Nevertheless, whether the same commodity or not, each partner brings a vital resource to the partnership. When two or more parties decide to cooperate, and one has virtually all the resources, a partnership does not emerge. The party with the resources retains the power. He may utilize other members in some way or listen to their advice, but it is not a partnership.

The concept of partnership has been rapidly developing in postsecondary education in recent years, particularly in the two year in the United States. The community colleges in that country were established primarily to offer the first two years of university education. However, with the number of high school graduates into a decade long decline, and with those graduates having an increasingly practical orientation, two year institutions have placed high priority on vocational programming. With the legitimacy of these programs a function of industry acceptance, institutions have worked diligently at developing and nurturing strong ties with industry. The American Association of Junior and Community Colleges (Proven Partners, 1982:7) described it this way:

A TAXONOMY OF COOPERATION: INDUSTRY AND POST-SECONDARY EDUCATION

TERM	DEFINITION	CLASSIFICATION CRITERIA										WHERE UTILIZED
		Time Frame		Task Range		Formalization		Authority		Unit of Interaction		
		Temp-orary	On-going	Spec-ific	Gen-eral	Formal	Informal	Single party	Shared	Indiv-idual	Organ-ization	
PARTNERSHIP	joint ownership, two or more parties		x	x		x			x		x	each party owns vital resource
COALITIONS	temporary specific joint action groups	x		x			x		x	x	x	different groups have temporary common purpose
NETWORKING	information sharing in specialized areas	x		x			x		x	x		specialized information not easily obtained
SHARING	common resource use, typically facilities or equipment		x	x		x		x	x		x	different groups need same scarce resource
LINKAGES	on-going, task specific joint action groups		x	x		x			x		x	common purpose achieved by ongoing collaboration
INTERACTION	cooperation on a wide range of activities		x		x		x		x	x	x	recognition of long range commality of interests
ADVISORY	one party makes suggestions or recommendations to another	x	x	x		x	x	x		x	x	achieve cooperation without sharing of authority

Figure 1

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> We need to strengthen the connection between education and work because we need to use our colleges to help increase skilled manpower for industry, boost productivity, and assist in economic recovery. Colleges have tremendous resources to contribute. So has industry. A partnership fits the needs of citizens and society now.

At the same time, according to Patricia Cross (Partnerships with Business and the Professions, 1981:2), eminent observer of postsecondary education, "Non-collegiate organizations have moved into 'education' almost as fast as colleges, especially community colleges, have moved into 'training'." Indeed, it is now accepted that industry spends more on education and training within its walls than does the entire public postsecondary sector, both degree granting and two-year institutions. This has come about for a number of reasons. Cross (1981:6) observed that "In many cases, colleges proved either uncapable or unwilling to implement the advice received" and this led firms to establish their own training services. New technology has made it increasing possible for even small firms to establish their own training programs. In Canada, the federal government is recognizing this trend and is increasingly making federal monies available directly to industry for training.

These kinds of developments are encouraging two-year institutions to consider more seriously the concept of partnership. It is the stark realization that, in the long term, two-year institutions need industry more than industry needs the two-year institutions which has brought the issue to the fore.

It is this necessity of true partnership, of sharing of resources and sharing of authority and sharing of responsibility, which informs this paper. Not all of the thirty-eight strategies outlined in the next section

are fully shared in terms of resources, authority, and responsibility, nor was this intended, but the spirit of sharing does underline each of these strategies.

PARTNERSHIP STRATEGIES

Thirty-eight Partnership Strategies have been formulated for this paper. The origins of these strategies are varied: adaptations from business and industry, use in other educational institutions, suggestions by colleagues, and original concepts. They range significantly in terms of complexity, ease of implementation, and impact. Because of the number of strategies, they have been classified into four groups: symbolic, structural, human resources, and program development and delivery.

A case can be made that Symbolic Partnership Strategies are the most important: many in business and industry perceive the institutes to be rigid and remote, and these strategies have been formulated to help change this perception. And it is perception which is the key word here. These strategies are not intended to be substantive, in terms of how the institutes actually operate; they are designed to change the way those outside view the institutes. Thus, the impact of these Symbolic Partnership Strategies is catalytic to further change.

The other three classifications of partnership deal less with image and perception and more with substance. This may apply most directly to structural strategies. They are strategies directed to reorganizing the way the institutes are organized to fulfill their mandate.

Human Resources Partnership Strategies are easily explained. They focus on methods by which staff in industry and institute can understand each

other better, cooperate more actively, and work more effectively. More specifically, most of the Human Resources Partnership Strategies are intended to get institute staff out into industry and industry staff into the institute.

Perhaps the most important group of strategies are those of Program Development and Delivery, as they focus on how the institute does its job. These strategies emphasize increasing flexibility and responsiveness in the dual processes of development of and subsequent delivery of a program.

None of the partnership strategies is completely developed in this paper. They are outlined in as clear and straightforward manner as possible so that those deemed to have most potential can be selected and developed further.

To facilitate this process, each partnership strategy is presented in a similar format: Description, rationale, benefits, costs, and critical factors for success. The headings are reviewed briefly as follows:

DESCRIPTION	-	A brief outline of the proposed activity.
RATIONALE	-	An argument as to why this activity is worthwhile.
COSTS	-	Additional resources, primarily financial, needed to activate the strategy.
BENEFITS	-	What the institute will gain through the implementation of the strategy.
CRITICAL FACTORS FOR SUCCESS	-	Identification of the key elements in the partnership strategy.

The thirty-eight Partnership Strategies follow: numbers one to seven are Symbolic, numbers eight to eighteen are Structural, nineteen to twenty-eight are Human Resources, and twenty-nine to thirty-eight are Program Development and Delivery.

PARTNERSHIP STRATEGIES - SYMBOLIC

		Page
#1	Program Graduate Warranty	10
#2	Occupational Insurance	11
#3	Partnership Builder	12
#4	Mobile High Tech Lab	13
#5	Sneak Preview	14
#6	Industry Days	15
#7	Daybreakers	16

PARTNERSHIP STRATEGY #1

PROGRAM GRADUATE WARRANTY

DESCRIPTION	A written guarantee to the graduate and the potential employer of the graduate as to the relevance and utility of the graduate. The warranty would include a written list of job related attributes held by the graduate and the right to short specified periods of upgrading offered by the institute.
RATIONALE	The provision of a warranty would demonstrate to industry that institutes are confident of the quality of their graduates. Further, with programs often being skill specific, it would demonstrate that the institute recognized that this approach often leads to rapid obsolescence, and provision of short courses for a specified period of years would underline this commitment.
COSTS	No significant costs if these short courses were instructed by institute staff. If it were deemed that state-of-the-art knowledge were more likely to come from outside staff, some instructional costs would be incurred.
BENEFITS	Graduates would more likely maintain relevant job skills. Demonstration to industry of institute's commitment to state-of-the-art training. System would assist institute staff to stay current.
CRITICAL FACTORS FOR SUCCESS	Both the content and delivery of these warrant workshops would have to be high quality.

PARTNERSHIP STRATEGY #2

OCCUPATIONAL INSURANCE

DESCRIPTION	Employees and employers will pay into a fund which, transferable to other employers, will be used for purposes of retraining in any technical institute, community college, or private vocational school, as well as any university.
RATIONALE	Tuition is sometimes an impediment to retraining. OCCUPATIONAL INSURANCE would reduce this. More positively, with increasing occupational turbulence, the OCCUPATIONAL INSURANCE system would be an incentive for employees to upgrade their knowledge and skills.
COSTS	Administrative costs of a check off system for employed workers.
BENEFITS	Encourage employee participation in retraining. Encourage employer support of retraining.
CRITICAL FACTORS FOR SUCCESS	Demonstrating to both employees and employers that the OCCUPATIONAL INSURANCE is of mutual benefit.

PARTNERSHIP STRATEGY #3

PARTNERSHIP BUILDER OF THE YEAR

DESCRIPTION	Each of the technical institutes in the province would annually choose a man or woman who had made an exemplary contribution to the cause of partnership between industry and the institute. The (Kelsey, STI, Wascana, or PA) Institute Partnership Builder of the Year would likely be from the private sector but could, when the industry being served is another government department or a crown corporation, be from the public sector. In no case would the recipient be from the Department of Advanced Education and Manpower.
RATIONALE	Recognition for increasing the collaborative potential of industry and institute. Facilitate closer linkage between industry and institute. Promote concept of closer industry-institute relationships in public consciousness.
COSTS	Depends on nature of award.
BENEFITS	Public demonstration of institute's commitment to working more closely with industry. Recognition of a person who has made a significant contribution to the institute. Improve linkages between industry and institute.
CRITICAL FACTORS FOR SUCCESS	The process of selection must be perceived as objective and the recipient judged to be truly meritorious.

PARTNERSHIP STRATEGY #4

MOBILE HIGH TECH LAB

DESCRIPTION	A large truck would be equipped with a range of high tech equipment such as microcomputers, CAD/CAM, and other electronics. This truck could be used to operate short courses in non-urban areas and as a display unit for high school students. Equipment would be primarily donated from provincial manufacturers.
RATIONALE	High technology is having a large impact on the lives of all Canadians. However, few people have an opportunity to see and learn how some of the technology operates. The MOBILE HIGH TECH LAB would expose citizens, and particularly young people, to high technology.
COSTS	Capital costs for one large truck. Operating costs of truck, salary and benefits for driver/facilitator, and equipment maintenance. Provincial firms would be asked to equip the truck.
BENEFITS	Career awareness for young people. Student recruitment for institutes. General public education re high technology. Public relations for firms contributing equipment.
CRITICAL FACTORS FOR SUCCESS	High tech firms in Saskatchewan would have to be persuaded to equip the truck.

PARTNERSHIP STRATEGY #5

SNEAK PREVIEW

DESCRIPTION	Audio visual department in technical institutes would invite industry to screen and perhaps utilize new video (including film and videotape) materials.
RATIONALE	Institutes have access to more videc materials than do any but the large firms. Industry represented will be invited to view materials in their field at the institute.
COSTS	No significant costs. However, viewing room is required.
BENEFITS	Provide industry access to materials. Bring industry into institute. Encourage spirit of sharing. Indirectly improve employment prospects of graduates.
CRITICAL FACTORS FOR SUCCESS	Audio visual staff would have to perceive program as a significant part of industry-institute partnership.

PARTNERSHIP STRATEGY #6

INDUSTRY DAYS

DESCRIPTION	Each industry served by the institute would have a day(s) devoted to it each year. This means guest lecturers, displays, library presentations, and a coordinated media campaign. The purpose would be to get industry members into the institute.
RATIONALE	Employers are the most important people to the institutes. Without the active support of employers, institutes have no viability. INDUSTRY DAYS are designed to increase this support and to bring as many people from the specific industry into the institute.
COSTS	No major additional costs. The MARKETING DIVISION (#11) would do most of the work and draw almost entirely upon institute resources.
BENEFITS	Increase the profile of the institute. Improve relationship with particular industries. Improve likelihood of particular industry hiring institute graduates.
CRITICAL FACTOR FOR SUCCESS	Care should be taken to start with the industry and then determine which programs and services relate to that industry rather than the other way around. INDUSTRY DAYS should be looked upon a marketing mechanism and all current marketing strategies and techniques should be utilized.

PARTNERSHIP STRATEGY #7

DAYBREAKERS

DESCRIPTION

Institutes with kitchens and dining rooms invite prominent and influential members of a specific industry in for periodic breakfast and lecture sessions. (Institutes without kitchen would have food catered.) The speaker would be a high profile professional in the town or some other reason and willing to make short presentation at a DAYBREAKER. Appropriate institute program staff would also be involved.

RATIONALE

If industry members come to an institute and have a pleasant and stimulating experience, they will think more positively about the institute and, in particular, be more receptive to hire graduates, participate in cooperative education, CUSTOMIZED JOB TRAINING (#38), FACULTY LOAN (#24), and other programs.

COSTS

Assuming that the only cost for a speaker is a small gift, the major cost is the breakfast. This should be no more than $150 for 50 people.

BENEFITS

Industry members would come to the institute.

Institute would be seen as more industry oriented.

Industry and institute staff would increase personal contacts.

Professional development opportunity for institute staff.

CRITICAL FACTORS FOR SUCCESS

In that the speaker at these breakfasts will be drawn from those that are in town for another reason, and otherwise the event would be too expensive, the capacity to decide to arrange one of these breakfasts in a period as little as one week must be developed. The appropriate agency to have this authority, and the budget, would be the MARKETING DIVISION (#10).

PARTNERSHIP STRATEGIES - STRUCTURAL

		Page
#8	Job Training Corp	18
#9	Marketing Segmentation	19
#10	Marketing Division	20
#11	Facility Development and Operation ...	21
#12	Institute Intelligence Service	22
#13	Program Council	23
#14	Industry-Institute Councils	24
#15	College and Institute Foundation	25
#16	Program Franchising	26
#17	Vouchers	27
#18	Differential Tuition	28

PARTNERSHIP STRATEGY #8

JOB TRAINING CORP

DESCRIPTION

Each institute would have a JOB TRAINING CORP to facilitate and coordinate retraining and other ventures which require fast response time. This unit would contain FIRM START (#36), FLEXPRO (#29), CUSTOMIZED JOB TRAINING (CJT) (#37), and INDUSTRY BASED TRAINING (#38). The unit would be responsible to the principal but would require considerable day-to-day authority and discretion in order to fulfill its mandate.

RATIONALE

The decision making time frame for new or ongoing training programs may be counted in weeks, or months, or sometimes even years. However, the time frame for retraining be counted in days. Therefore, while traditional bureaucratic decision making may be only a minor impediment in training, it cripples retraining. It is axiomatic in organizations that responsiveness in any part of any organization is a function of its structural capacity to respond. Thus, the JOB TRAINING CORP is a special unit with special authority to respond quickly to retraining needs.

COSTS

The major costs in establishing the JOB TRAINING CORP are those accounted for in FLEXPRO, FIRM START, and CUSTOMIZED JOB TRAINING. The RETRAINING CORP would provide an an administrative centre for these functions.

BENEFITS

FLEXPRO, FIRM START, and CUSTOMIZED JOB TRAINING could likely not function without being protected within a special administrative unit.

CRITICAL FACTORS FOR SUCCESS

The JOB TRAINING CORP should be controlled through policy and budgetary mechanisms. External operational ontrol mechanisms will prevent the CORP from achieving its mandate.

Staff selection in the CORP is critical. In that the CORP is designed to be responsive and flexible, the staff must be creative and entrepreneurial.

PARTNERSHIP STRATEGY #9

MARKETING SEGMENTATION

DESCRIPTION

Develop a marketing strategy aimed specifically at current and especially potential but not active employers.

RATIONALE

Modern marketing strategy segments the market through psychographic analysis. Rather than break the market into traditional demographic markets, pyschographics assumes that the customer behavior of individuals is more a function of attitudes and lifestyles than demographics.

Technical institutes and colleges often commit whatever marketing resources they have to recruitment of traditional students. In most two-year institutions in Canada and in Saskatchewan, there are more than enough incoming students. What is lacking is jobs for graduates.

Modern marketing strategy has evolved new mechanisms for reaching the consumer. These methods go beyond the traditional demographic analysis.

Application of these strategies could be used to identify potential employers of technical institute graduates and, further, to develop specific techniques which will reach these potential employers.

COSTS

Depends on how extensive the marketing strategy is to become.

BENEFITS

The major measure of ultimate success of a technical institute is how many graduates obtained suitable employment and performed adequately in those jobs. The MARKETING SEGMENTATION strategy would significantly assist this endeavor.

CRITICAL FACTORS FOR SUCCESS

The success of this strategy is primarily dependent on allocating this task to entrepreneurial and creative staff.

PARTNERSHIP STRATEGY #10

MARKETING DIVISION

DESCRIPTION	Each institute would operate a MARKETING DIVISION which would acquaint local and regional business and industry with institute programs and courses directed towards employee training, retraining, contracted learning, FIRM START (#36), and other related topics.
RATIONALE	Increased knowledge of institute activities, particularly the training programs offered, will increase the employability of graduates of the institute. The MARKETING DIVISION will also assist, as an auxiliary function, in obtaining information regarding the viability of current programs and potential new programs.
COSTS	One full time professional and one full time support staff member.
BENEFITS	Improved employment prospects for institute graduates. Closer working relationship with present employers. Development of new employers for institute graduates.
CRITICAL FACTORS FOR SUCCESS	Modern marketing is a fluid and fast paced endeavor. An effective MARKETING DIVISION in a technical institute would require a considerable measure of autonomy in order to achieve its goals.

PARTNERSHIP STRATEGY #11

FACILITY DEVELOPMENT AND OPERATION

DESCRIPTION	One or more institutes make a formal arrangement with a business person or firm to build and operate a resort or small conference centre.
RATIONALE	As the purpose of training is the development of skills and knowledge, goods and services produced in this training process are not always efficiently utilized. Under the FACILITY DEVELOPMENT AND OPERATION plan, students in the construction trades would build the facilities, students in service programs would staff the centre, and other students would play a role as appropriate. The facility could be a summer resort or it could be a small conference/retreat centre near one of the major cities in the province.
COSTS	No significant costs for institutes. Major costs would be borne by business person or firm.
BENEFITS	New facility in province. Better utilization of technical institute. Practical setting for training of students.
CRITICAL FACTORS FOR SUCCESS	Business person or firm would have to be majority shareholder so that the resort or centre was run as a business. At the same time, a formal arrangement would ensure the ongoing role of the institutes.

PARTNERSHIP STRATEGY #12

INSTITUTE INTELLIGENCE SERVICE

DESCRIPTION

An environmental scanning unit would be located in each institute. It would monitor all possible external factors which impinge upon the functioning of the institute. Data collected would be both quantitative and qualitative. Research techniques would be both direct (interviews, visitations, questionnaires, etc.) and indirect (analysis of reports and other documents).

RATIONALE

All authorities agree that the world is becoming increasingly turbulent. The technical institute is an environmentally dependent organization and thus highly susceptible to this turbulence. The institute must be sensitive to existing programs which are in need of major adjustments and to those which are no longer relevant, and it must be sensitive to potential new programs for training people for jobs which may not yet exist. Essentially, the INSTITUTE INTELLIGENCE SERVICE provides the institute with the capacity to stay close to its present and future market.

COSTS

The INSTITUTE INTELLIGENCE SERVICE would require at least one full time professional and one full time support staff member.

BENEFITS

More responsive current programs.

Faster recognition of needed programs.

Closer contact with external world.

CRITICAL FACTORS FOR SUCCESS

This unique unit in the institute must be staffed by a highly educated and creative professional(s). It must be relatively autonomous within the institute's operation and therefore must report directly to the institute principal.

PARTNERSHIP STRATEGY #13

PROGRAM COUNCIL

DESCRIPTION	Advisory committees advise; governing boards govern. The Program Council would combine elements of each in a unique configuration. The Council would advise on all matters of training and the operation of pre service training in a specified subject area. The Council would decide, within specified limits and subject to the veto of the institute principal, on matters of retraining and in-service programming. The Council would be empowered to set course fees and instructor pay rates and would be able to maintain and reinvest earnings in other activities. The Council would be charged with the promotion and marketing of the program.
RATIONALE	The limitations of the advisory committee structure discourages active participation and frustrates the will of industry. Providing a small measure of authority would assist in persuading industry that technical institutes in Saskatchewan were serious in attempting to forge a new partnership with business and industry. Retraining is ideally suited to decision making by industry, as no other available system can better determine upgrading and retraining needs.
COSTS	No costs beyond those requiring to deliver the services under any other decision making format.
BENEFITS	More commitment and involvement by Council members than would be found in advisory committee. More inclination to promote the program and to assist in forging of other linkages.
CRITICAL FACTORS FOR SUCCESS	The small decision making mandate must be perceived as real and not just nominal. The pretence of authority without any substance would be counterproductive.

PARTNERSHIP STRATEGY #14

INDUSTRY-INSTITUTE COUNCILS

DESCRIPTION

Advisory committees and PROGRAM COUNCILS (#13) relate to a single program. The INDUSTRY-INSTITUTE COUNCILS would deal with an entire industry. Thus, whereas an institute might have thirty-five programs, and thus thirty-five advisory committees or PROGRAM COUNCILS, it probably would have no more than five to seven industry councils. Typical examples of these would be health, engineering/high technology, and social services.

RATIONALE

INDUSTRY-INSTITUTE COUNCILS would provide a high level forum of discussion on issues within that field. It would serve to alert educators, particularly those in middle and senior management, of trends and developments in that field. For example, it may emerge that technological changes were likely to make a specific institute program redundant within two or three years. Understanding on this level may not be known or, if known, made available at the advisory committee level.

For industry, the INDUSTRY-INSTITUTE COUNCILS would be an opportunity to learn something of the direction of change and growth in the specific technical institute, and a chance to participate in an intellectually stimulating forum of discussion their field of interest.

COSTS

No honoraria would be involved. Dinner for participants in institute dining room.

BENEFITS

Administrative staff at institute develop awareness of industry needs.

Industry members learn more about developments in institute.

Development of better working relationships of institute and industry.

CRITICAL FACTORS FOR SUCCESS

To gain the stated benefits, and to gain credibility with industry, the INDUSTRY-INSTITUTE COUNCILS must be operated at the institute level. The must be perceived as COUNCILS for the principal and other administrative staff at the institute.

PARTNERSHIP STRATEGY #15

COLLEGE AND INSTITUTE FOUNDATION

DESCRIPTION

The COLLEGE AND INSTITUTE FOUNDATION would assist member institutions to obtain grants for special projects from alternative sources of funding. These sources would include foundations, industry, and federal government agencies. The FOUNDATION would maintain up to date files on current programs in these funding agencies, would keep in personal contact with key personnel in some of these agencies, assist staff from member institutions in preparation of professional proposals, determine appropriate agencies for submission of proposals, and develop strategies for the process.

RATIONALE

Institutes as government departments have limited capacity to obtain external funding. Institutes and colleges have few if any resources and/or experience in the competitive exercise of obtaining external funding.

Virtually very major funding source has five, ten, or twenty times more demand on its limited monies than it can satisfy. Consequently, the most deligent and skillful individuals or groups obtain the majority of available funding. The COLLEGE AND INSTITUTE FOUNDATION would bring this level of diligence and skill to the two-year institutions in Saskatchewan.

COSTS

Initially one director and one support staff. Future staff would depend on demand and upon success rate.

BENEFITS

By the second year, financial benefits would likely be at least twice the costs of operation the FOUNDATION.

Member institutions would gain through the development of new instructional systems, additional equipment, and new programs.

Creativity and initiative in institutes and colleges would have an outlet.

CRITICAL FACTORS FOR SUCCESS

The success of the FOUNDATION will primarily be a result of the energy and ability of its director. This person must possess high level skills in writing, speaking, and planning; must have experience in composing proposals; must be very creative and demonstrate initiative; and must have extensive knowledge of change, growth, and innovation in higher education.

PARTNERSHIP STRATEGY #16

PROGRAM FRANCHISING

DESCRIPTION

Program staff would be given the opportunity to acquire the franchise to operate their program. This franchise would include facilties and equipment and would be for a specified period of time, perhaps three years, with rights of renewal.

The franchise would be obtained by competitive bid. Any program would be open for franchising. Regularly funded programs and franchised programs would be expected to operate within the same institute.

RATIONALE

Franchising would bring the acknowledged strengths of small business to programs while continuing to draw upon the services of the large institute.

COSTS

No additional costs required. In the long run, costs would likely decrease.

BENEFITS

Program head and instructors would have sense of ownership.

Franchised programs would operate more efficiently.

Franchised programs would keep close to industry and up to date.

Franchise concept would be strongly endorsed by industry.

CRITICAL FACTORS FOR SUCCESS

The risk of franchising must be balanced by the potential of gain. Therefore, the gains in efficiency through franchising would have to be shared with the program head and instructors. Furthermore, the greater responsibility of franchising must be balanced by the greater authority in making necessary changes. Therefore, programs would be much more autonomous.

PARTNERSHIP STRATEGY #17

VOUCHER SYSTEM

DESCRIPTION	Institutes would receive a substantial proportion of its revenue, at least half and perhaps three quarters, on the basis of vouchers turned in by students registering for programs and 'cashed' at the Department.
RATIONALE	All organizations respond to their market. Public sector organizations have customers, just as do the private sector; but, unlike the private sector, they receive most or all of their revenue from government. Therefore, successful private sector organizations are always characterized by their responsiveness to their market because their survival depends on it. On the other hand, public sector organizations do not have this discipline of the market place. The have instead the discipline of the bureaucracy. The voucher system is designed to shift institutes from a bureaucratic to a market focus.
COSTS	The Department would allocate the same amount of dollars to the institutes.
BENEFITS	Institutes would amost immediately perform less like government agencies and more like businesses. The would become more flexible and more responsive.
CRITICAL FACTORS FOR SUCCESS	The voucher system is a fundamental change in the way educational institutions are funded. It would likely be resisted by many vested interests. Thus, the critical factors for success are a thorough study of the implications of such a change and, if the voucher system were to be decided upon, a firm resolve to proceed.

PARTNERSHIP STRATEGY #18

DIFFERENTIAL TUITION

DESCRIPTION

Institutes would adjust tuition to distribute demand among programs and at different times of year. Thus, if a program were receiving a marginal number of students, the tuition could be reduced by 25% or more. On the other hand, high demand programs could have tuition increased by an equivalent amount, particularly if the program is not only high demand but high cost.

Furthermore, as two-year institutions move into year round operation they may experience some reluctance by students, in the first years at least, to study during the summer. Thus, in launching year round operation, all tuition could be reduced by 50% or more during these periods.

RATIONALE

Airlines use differential pricing to distribute demand so as to maximize load on every flight. This same strategy could be used by the institutes. Furthermore, subsidization of programs is so high that tuition is a small part of the operation of the institutes. Thus, even if students paid no tuition during low demand times or in low demand programs, this would only increase program costs by perhaps 5% and the gains in staff, equipment and facility utilization would outweigh this.

COSTS

Direct loss in tuition would be more than compensated by gains in efficiency.

BENEFITS

Distribute demand among programs.

Distribute demands to non traditional times, such as summer or weekends.

Gains in efficiency.

CRITICAL FACTORS FOR SUCCESS

Decision making authority for tuition would have to be devolved to institute. The intent of the DIFFERENTIAL TUITION is to make greater use of the specific facility, depending upon the particular environment in which the institute operates, and thus the decisions must be made at that level.

PARTNERSHIP STRATEGIES - HUMAN RESOURCES

		Page
#19	Sherpa Service	30
#20	Task Force	31
#21	Program Counsellor	32
#22	Partnership Development Fund	33
#23	Return to Industry	34
#24	Industry Loan Plan	35
#25	Industry-Institute Exchange Program	36
#26	Registered Staff Investment	37
#27	Industry/Institute Retreats	38
#28	Intreprenuership	39

PARTNERSHIP STRATEGY #19

SHERPA SERVICE

DESCRIPTION

One staff member in each institute would be assigned full time as a guide to industry in dealing with the institute and the Department. This person would be employed to help present industry's position to institute staff and administration and, if required, to the Department. This would include research assistance, preparation of reports, counsel as to strategy, and periodically as spokesman.

RATIONALE

Most industry and business people have little understanding of the workings of large public bureaucracies. Nevertheless, they often need to present a position but are frustrated as being unable to do so successfully. That is, they do not know whom to approach, how this is done, or the best methods of presenting a case. The SHERPA would guide these industry and business people through this process.

COSTS

Salaries for one professional and one clerical staff member.

BENEFITS

There is symbolic value in demonstrating to industry and to the public that a public institution is open to change from outside.

More significantly, based on the assumption that industry should have a strong role in directing our technical institutes, the SHERPA system would dramatically improve the chances of industry being able to successfully make its case.

CRITICAL FACTORS FOR SUCCESS

The SHERPA has to have three qualities: one, experience and skill in dealing with large public bureaucracies; two, an entreprenuerial, risk taking, independent nature; and, three, the demonstrated conviction that technical institutes exist to serve students and employers.

Because of the nature of the role, and of the kind of person who would have to be selected to make the role successful, the SHERPA Service would often irritate the bureaucracy. Indeed, as an advocate of outside agencies, the more successful the SHERPA, the more controversial the person and the role. Consequently, some system would have to be in place to protect the SHERPA from the consequences of doing his job well.

PARTNERSHIP STRATEGY #20

TASK FORCE

DESCRIPTION	A group of prominent and influential executives is appointed by the Minister of Advanced Education and Manpower to address a specific issue within a specified time frame. A small number of appropriate educators is also appointed. The Task Force is also given the assistance of a full time researcher(s).
RATIONALE	The purpose of the Task Force is to provide guidance for the Minister through a series of policy recommendations on the issue at hand. The Task Force provides an industry focused perspective to the issue. Furthermore, it demonstrates the commitment that the Minister and the Department have to partnership with industry.
COSTS	The major additional costs are that of a salary for the researcher over the life of the Task Force and printing costs of the final report.
BENEFITS	New opportunities presented or existing problems solved. Facilitating the spirit of partnership with industry.
CRITICAL FACTORS FOR SUCCESS	Absolutely critical is the commitment to the Task Force members that the recommendations will be taken seriously. This does not mean they will necessarily be implemented. However, any impression that the Task Force is primarily a public relations exercise will create serious problems. As well, it is important to have the report professionally printed. This demonstrates to the Task Force members that the report will look as good as it reads. Furthermore, a professionally printed report is much more likely to be read by others.

PARTNERSHIP STRATEGY #21

PROGRAM COUNSELLOR

DESCRIPTION

The PROGRAM COUNSELLOR is an out-of-scope position in technical institutes used to employ senior level industry executives for a limited period (two to four years). The PROGRAM COUNSELLOR would run in-service workshops, pre-service classes, professional development sessions for regular instructors, and would act as a resource person within the program. The COUNSELLOR would be an employee of the PROGRAM COUNCIL (#13).

RATIONALE

Credibility is perhaps the most critical quality possessed by a program, and credibility is primarily a function of perceived quality of instructional staff in the program. With staff in some programs in the technical institute system having been out of industry for five, ten or even more years, the perceived quality of the program may suffer in the view of industry. The PROGRAM COUNSELLOR, as a recent executive in the particular industry, could considerably enhance the credibility of the program.

COSTS

The PROGRAM COUNSELLOR could be hired for a smaller total outlay than most new instructors. While the apparent salary would be much higher, using a fee for service contract would significantly diminish if not eliminate benefit costs. As well, the contract may only run for a period of nine months a year.

The above is based on the assumption that the PROGRAM COUNSELLOR is taking retirement or, more likely, early retirement from his or her career and has a pension plan developed.

BENEFITS

Improved program credibility and quality. Opportunity to obtain a staff member who might not be obtained through regular personnel processes. Outside monies may be available to offset salary costs.

CRITICAL FACTORS FOR SUCCESS

Position must be out-of-scope for the necessary flexibility of employment. Selection of incumbent must be determined by PROGRAM COUNCIL in order to secure credibility.

PARTNERSHIP STRATEGY #22

PARTNERSHIP DEVELOPMENT FUND

DESCRIPTION	Develop an incentive system to encourage the development of innovative approaches for institutes to work more closely with industry.
RATIONALE	The legacy of failed innovation in post-secondary education reveals that the most significant factor is the lack of sustained effort. Significant change requires commitment and sustained effort over a period of years. Innovation originates with creative staff and is nurtured in a supportive environment. To encourage innovation and to facilitate a supportive environment, sufficient resources to maintain the change process over two, three, or more years is required. The PARTNERSHIP DEVELOPMENT FUND is intended to provide this support.
COSTS	Additional funding equivalent to 0.1% of the total budget for institutes.
BENEFITS	Facilitate closer working relationships between industry and institute. Encourage institute staff to think creatively about partnership strategies. Recognize staff who have found a better way.
CRITICAL FACTORS FOR SUCCESS	Capacity to provide funding over two to four year period required to ensure sustained effort.

PARTNERSHIP STRATEGY #23

RETURN TO INDUSTRY

DESCRIPTION	All instructors in training programs would return to industry for a specified period every few years as a condition of employment. This could vary from program program to program. For example, a motor mechanic might spend two months in a garage every two years whereas an engineer might spend six months every four years. During this time, all instructors would remain on the institute staff for purposes of salary, benefits, holidays, pension, and seniority.
RATIONALE	The aging of the instructoriat is a major problem for the technical institutes. Most instructors have been out of industry for more than five years and industry considers that any person away from his field for this period to be out of date.
COSTS	The plan would call for the industrial firm to pay to the institute the salary which they pay others doing the same job. When this was less than the salary which was being paid to the instructor, the difference would have to be paid out of a special return-to-industry fund.
BENEFITS	Instructors gain direct job experience. Institutes gain credibility.
CRITICAL FACTORS FOR SUCCESS	This plan must be developed with direct faculty involvement.

PARTNERSHIP STRATEGY #24

FACULTY LOAN PLAN

DESCRIPTION	Business or industrial firm donates staff member to technical institute to serve as an instructor for an eight-week period.
RATIONALE	Firm recognizes the long term benefits in supporting public education. As well, there are short term benefits in terms of recruitment of graduating students from the technical institute. Institutes obtain instructor with current work experience.
COSTS	There are no significant costs for institute.
BENEFITS	Improved industry-institute linkages. Instruction based on current experience. Professional growth opportunity for industry members. Improved recruitment by industry of institute graduates.
CRITICAL FACTORS FOR SUCCESS	Special effort must be made to ensure that the person coming to the institute is treated in such a way that he will want to do it again and will encourage others to want to do it as well. Furthermore, some special and public recognition must be given the firm which has donated the staff member.

PARTNERSHIP STRATEGY #25

INDUSTRY-INSTITUTE EXCHANGE PROGRAM

DESCRIPTION

Instructors and professionals in industry would be exchanged for a period of two months and up to two years. Normally, this would be six months or a year. The period of exchange would likely be a function of the needs of the specific industry.

RATIONALE

Industry considers anyone who has been away from his particular industry more than five years to be out of touch. If this is true, and in this case perception is more critical than anything else, then a significant majority of instructors in the technical institutes in Saskatchewan are out of touch. The EXCHANGE PROGRAM, similar to RETURN TO INDUSTRY, would give these instructors an opportunity to rectify this.

For industry, the EXCHANGE PROGRAM would provide staff with a change of pace for a period of time. This might be particularly appropriate after a major and highly demanding project had been completed.

COSTS

Virtually none, as each organization would continue the staff member on its payroll as before. As it is likely, in Saskatoon and Regina at least, that the exchange would be in the same city, no moving costs would be necessary.

BENEFITS

Instructors could update themselves in current technology.

Instructors and industry participants would have a change of pace.

Industry participants would use time to upgrade themselves in some areas of theory and research.

Improved personal contacts between industry and institute.

CRITICAL FACTORS FOR SUCCESS

Institutes would have to create a climate where such exchanges were prized and recognized in order to elicit participation from those most in need of such a period of renewal.

PARTNERSHIP STRATEGY #26

REGISTERED STAFF INVESTMENT

DESCRIPTION	Staff would develop a year of paid leave by accepting a lower salary for a period of years. For example, a person could accept a reduction to 80% of his salary for 4 years and then have a year of paid leave year at the same 80%.
RATIONALE	The aging of the instructoriat is a major problem for postsecondary institutions. Sabbaticals and educational leaves clauses in collective agreements will be under increasing criticism as public monies for post-secondary education decreases. The REGISTERED STAFF INVESTMENT system allows staff to purchase a year of leave.
COSTS	There are some administrative costs. No major additional expenditures needed.
BENEFITS	Institute instructors could have year long periods of renewal. Where budget cuts are necessary, institutes could cut salary costs without termination of instructors. Where budget cuts are not necessary, replacement instructors could be seconded from industry.
CRITICAL FACTORS FOR SUCCESS	The distinction between educational leave and REGISTERED STAFF INVESTMENT must be respected. In the case of educational leave, the staff member has a certain obligation to the employer. In the case of REGISTERED STAFF INVESTMENT, the staff member has <u>purchased</u> a year of paid leave.

PARTNERSHIP STRATEGY #27

INSTITUTE/INDUSTRY RETREATS

DESCRIPTION	Executives from one firm, organization, or agency meet with instructors and administrators from a technical institute for a day and one half period in an out of town location. The purpose is to discuss mutual issues, to plan partnership mechanisms, and to increase the mutual understanding of industry and institute. Between four and seven staff from each of the institute and industry would attend.
RATIONALE	Industry and institute could be characterized as two solitudes. They need each other, but have few if any formal linkage mechanisms other than the advisory commitee, which are generally ineffective. The retreats, particularly when they take place in an out of town location and over one night, encourage staff from industry and institute to get to know each other and help them understand the value of partnerships.
COSTS	This would depend on how many attended and where this took place. Estimated average cost is $1,000 per session.
BENEFITS	Tangible benefits may include a specific plan whereby partnership would be enhanced, such as joint purchase of special equipment or FACULTY LOAN (#24). Intangible benefits would be improved understanding of the part of each sector for the other. As well, the development of colleagues in the same profession but working in a different sector would have a positive significant long term impact.
CRITCAL FACTORS FOR SUCCESS	Some instructors must be included among institute representatives.

PARTNERSHIP STRATEGY #28

INTRAPRENEURSHIP

DESCRIPTION

The development of the entrepreneurial spirit within a large organization, and the harvesting of the product for the benefit of the large organization, is known as INTRAPRENEURSHIP.

RATIONALE

Innovation is increasingly perceived by organizational experts as the key to success in an increaingly turbulent world. An organization which encourages innovation may, or may not, succeed or even survive in this turbulent world; organizations which discourage innovation will, unless they function within a static environment, almost certainly expire.

Innovation is primarily a function of smallness. The larger the organization, the more resistant to change. The INTRAPRENEURSHIP system is an attempt to develp the qualities of the creative risk taker within an organization which normally resists such inclinations.

COSTS

One percent of the budget of the technical institute.

BENEFITS

Stimulate initiative.

Encourage creativity.

Reward accomplishment.

CRITICAL FACTORS FOR SUCCESS

Extreme care must be given to the process of making grants. No suggestion of favoritism must be allowed.

PARTNERSHIP STRATEGY - PROGRAM DEVELOPMENT AND DELIVERY

		Page
#29	FLEXPRO	41
#30	Integrated Program Delivery	42
#31	Shared Resources	44
#32	Industry Audit	45
#33	Enterprise Institute	46
#34	Open Learning Institute	47
#35	Two Plus Two Plan	48
#36	Firmstart	49
#37	Customized Job Training	50
#38	Industry Based Training	51

PARTNERSHIP STRATEGY #29

FLEXPRO

DESCRIPTION

FLEXPRO is designed to reduce the process of program development from identification of need to action plan from years to months. The reduction in development time of up to 90% is achieved through application of 'just-in-time' planning models and compression of the authority cycle.

RATIONALE

As two-year institutions adapt to the era of retraining, various forms of customizing will be developed. CUSTOMIZED JOB TRAINING (#38), INDUSTRY BASED TRAINING (#37), and FIRMSTART (#36) will require not only adjustments in delivery but, even more dramatically, will need changes in program development. Instead of the one to three years of planning currently required in certificate and diploma programs, these forms of training will need a process which can develop a program in a period of as little as one week and perhaps up to three months.

COSTS

The just-in-time planning models will require extensive front end development, but this can be amortized in implementation.

Full implementation of FLEXPRO would require a small team of highly trained and dedicated staff in each institute able and ready to respond immediately to need.

BENEFITS

Because of the time consumed, traditional program development models are of marginal utility even for training programs. In the era of retraining, FLEXPRO is less a benefit than an imperative.

CRITICAL FACTORS FOR SUCCESS

Approval stages for retraining programs in FLEXPRO would have to be reduced to a minimum. This would deregulate the process by devolving authority to industry, the FLEXPRO team, and the technical institute principal.

As well, a special appointment mechanism may be necessary as the FLEXPRO team may be required to work up to 16 hours a day for short periods followed by periods of less intense activity.

PARTNERSHIP STRATEGY #30

INTEGRATED PROGRAM DELIVERY

DESCRIPTION

Integrate both training and retraining needs of industry into one program model to provide flexible and responsive delivery of instruction to full and part time learners.

Standard 8 week blocks of instruction, subdividable into 4, 2, or 1 week blocks, focusing on one topic at a time, will allow for the following:

- multiple entry points for students
- multiple exit points for graduates and employers
- allow simultaneously for training and retraining, for full and part-time students, for pre- and in-service employees
- incorporation of work experience in program
- development of core courses

A foot-in-the-door Certificate program would consist of five 8-week blocks: one core block of generic knowledge and skills, three blocks of program specific knowledge and skills, and one block of work experience.

RATIONALE

The era of retraining is also the era of reduced resources for educational institutions.

With the baby boom generation now all adults, the era of retraining has begun. Of those who will be working in 1990, 90% are already working. Of those who will be working in 2000, 75% are already working. Thus, it is necessary to change the delivery of instruction to accommodate the needs of these adults who will require short and intensive periods of retraining.

At the same time, the era of retraining is also a time of reduced resources for educational institutions. Consequently, systems must be developed which make more productive use of facilities, equipment, and human resources.

COSTS

No significant new monies would be required. Once implemented, costs per student would decline as the inherent efficiencies of INTEGRATED PROGRAM DELIVERY began to take effect.

INTEGRATED PROGRAM DELIVERY - continued

BENEFITS	Allows for program completion to be tailored to specific circumstances of student and or emplcyer. Accommodates work experience units. Distributes graduates throughout the year. Multiple entry points for students. One delivery model incorporates needs of training and retraining. Increased system efficiency.
CRITICAL FACTORS FOR SUCCESS	INTEGRATED PROGRAM DELIVERY is a major innovation, one which effects the entire institute as well as students and employers. Implementation of the system must be developed fully in conjunction with faculty, administration, students, and employers.

PARTNERSHIP STRATEGY #31

SHARED RESOURCES

DESCRIPTION	Industry permits use of current equipment by technical institute students in return for tax write off in purchase of new equipment.
RATIONALE	Cost of state-of-the-art equipment is rising dramatically, shelf life is decreasing, and public monies are declining. The combination of these factors results in institutions increasingly having to rely on obsolete equipment. The SHARED RESOURCES program would allow institutes to have access to such modern equipment as is owned by local and regional firms.
COSTS	No significant costs to institutes. Full implementation would have some costs to government in tax losses.
BENEFITS	Institute would have access to equipment which would otherwise likely be unavailable. Students would gain first hand experience with industry. Industry would receive a tax write off in exchange for shared use of equipment.
CRITICAL FACTORS FOR SUCCESS	Shared use of equipment would require scheduling adaptations by either or both of industry and institute. This strategy would require changes in tax legislation.

PARTNERSHIP STRATEGY #32

INDUSTRIAL AUDIT

DESCRIPTION

The evaluation of a program by industry to determine to what extent the program is meeting the labor market needs of that industry. The audit team is made up of local and regional employers and a facilitator/writer.

The audit team spends one full day assessing the curriculum, equipment, and facilities utilized by the program. It will interview students, instructors, administrators, and others deemed appropriate using a standarad set of questions which will address relevance of objectives, capacity for retraining employees, quality of equipment, etc.

RATIONALE

Program evaluation in two year institutions is usually done by other educators. The INDUSTRIAL AUDIT uses employers for several reasons. One, employers have a direct stake in the quality of the program. Two, they are attuned to the idea of judging performance. Three, they are inclined, as non educators, to focus on how well the program achieves its ends (quality, quantity, relevance of graduates) rather than on how this is achieved (quantity, quality, and relevance of teaching). And, four, particularly when there are some serious problems with the program, they are more likely to be candid than would fellow educators.

Overall, the INDUSTRIAL AUDIT is to assess the program in more direct and realistic terms than would educators.

COSTS

This will vary. If the team are all local and regional and thus require no travel or accommodation, and if an honoraria of perhaps $100 per day were paid, then a team of ten would result in one audit costing $1,000.

BENEFITS

More relevant and realistic evaluation.

Increased capacity to gain support of employers in ongoing program.

Better programs.

CRITICAL FACTORS FOR SUCCESS

Industry must be shown that their involvement and their recommendations are taken seriously. Thus, a plan to develop and implement necessary changes must be made as soon as possible after the audit. Team members would be informed of these developments.

The concept of INDUSTRIAL AUDIT may well be threatening to instructors and program heads. The concept will have to be discussed extensively with instructional staff prior to the system being undertaken.

PARTNERSHIP STRATEGY #33

ENTERPRISE INSTITUTE

DESCRIPTION

The ENTERPRISE INSTITUTE would be a small, free standing centre which would assist educational institutions in encouraging the entrepreneurial spirit. This would be achieved by curricular assistance, publications, seminars, research, scholarships, recognition systems, and other similar vehicles.

The ENTERPRISE INSTITUTE would be directed by a board of prominent and influential business and industrial leaders in Saskatchewan. The board would also include a small group of educators.

RATIONALE

Whether starting a new organization, or expanding an existing one, all economic growth is the result of the entrepreneurial spirit. Growth in the number of new jobs in a society is primarily a function of the creation of new small businesses. The creators of these are entrepreneurs.

Encouragement of the entrepeneurial spirit is uncommon in public education. This is at least partly a result of a lack of curricular materials and similar resources.

COSTS

An initial staff complement of a chief executive officer, a director of research, a director of education, and a director of publications, a librarian, and support staff would be required.

BENEFITS

Production and dissemination of instructional materials.

Support for relevant research.

Recognition of exemplary entrepreneurs in the province.

Encouragement of entrepreneurial spirit in young people through scholarships.

CRITICAL FACTORS FOR SUCCESS

The purpose of the ENTERPRISE INSTITUTE must be stated clearly from the beginning to be economic rather than political. It must be portrayed as a response to the growth demands in the province. If its genesis is politicized, its effectiveness will be limited, and its security questionable with any change of government.

PARTNERSHIP STRATEGY #34

OPEN LEARNING INSTITUTE

DESCRIPTION	The OPEN LEARNING INSTITUTE would not provide any form of instruction but instead evaluates and awards credentials for learning achieved elsewhere. This learning could have been achieved from an educational institution, industry training, an individual learning project, or work or other experience. The main clientele for the OPEN LEARNING INSTITUTE would likely be women over thirty who have accumulated considerable learning but have not had an opportunity to take formal training in educational institution. Initially at least, the OPEN LEARNING INSTITUTE would be limited to the awarding of certificates and diplomas in Arts and Sciences, and Business/Management.
RATIONALE	Most learning is accomplished outside of formal education. However, only formal learning is fully recognized in our society. And, with initial employment, advancement opportunities, and earning power closely related to formal credentials, the acquisition of these credentials is vital. At the same time, many adults find it difficult or impossible to take advantages of the opportunities for formal education in our society. For these citizens, perhaps a majority of adults in our society, the OPEN LEARNING INSTITUTE would provide a vital service.
COSTS	An initial staff of at least ten would be required, including a principal, a business manager, a registrar, a number of trained learning evaluators, and support staff. Appropriate facilities in Regina or Saskatoon would be required. Depending upon the demand, an office may be opened in both major cities in the province.
BENEFITS	Increase employability of individuals. Facilitate employment transferability of skills and knowledge possessed by individuals. Encourage recognition of prior learning in educational institutions.
CRITICAL FACTORS FOR SUCCESS	As the assessment of learning is separated from the learning process, evaluation will have to be more rigorous and systematic than traditional evaluation in order to be creditable. Consequently, an extensive training program will have to be developed for the learning evaluators. This can be based on the extensive experience already gained in these processes elsewhere.

PARTNERSHIP STRATEGY #35

TWO PLUS TWO PLAN

DESCRIPTION

Articulation of two (or less) years of technical institute training with final two years of high school.

RATIONALE

With little formal linkage between high school and technical institute, overlap and duplication inevitably result. The prime loser is the student.

While this strategy does not directly address the issue of working more closely with industry, it does so indirectly. It will demonstrate to industry that the institutes recognize their responsibility to expand public monies as judiciously as possible.

This, the TWO PLUS TWO PLAN (TP2) has direct benefits for students and in productivity, and indirect benefits in demonstrating to industry - and the public - that institutes are committed to improved productivity through working more closely with other sectors in society.

COSTS

No signicant additional costs are anticipated.

BENEFITS

Minimize curricular overlap.

Assist in recruitment of quality students.

Improve productivity.

Enhance principles of cooperation.

CRITICAL FACTORS FOR SUCCESS

Perhaps the major factor inhibiting collaboration between differing sectors of public education has been the reluctance of the sector providing more advanced study to accept as an equal any sector proving less advanced. In the case of TP2, with each party having something to give and something to gain, negotiations must be established from the beginning as between equals.

The role of senior officials should focus first on developing this tone of collaboration between equals. Following this, there should be agreement in principle and, later, ratification of the agreement. Detailed negotiations and arrangements must, however, to have any chance of success, take place at the level of implementation: technical institute program and high school department.

PARTNERSHIP STRATEGY #36

FIRMSTART

DESCRIPTION

Provide a special form of job training for new firms being established in Saskatchewan. Training would be fully subsidized by one, two, or three levels of government in order to attract the new businesses. Industry officials would work with program planners to synchronize completion of training with opening of firm.

RATIONALE

FIRMSTART would be of considerable assistance to any centre in Saskatchewan which was attempting to have a new firm establish itself in that centre. The availability of appropriately trained staff is one of the major questions industrialists pose in making locational decisions.

FIRM START would also ensure that many of the jobs in this new industry would go to local residents.

COSTS

The costs of training would be somewhat comparable to that of regular training programs in technical institutes. However, in that much existing equipment and facilities would likely be utilized, actual marginal cost per student would likely be somewhat lower than regular training.

A special FIRMSTART fund would have to be developed. It is likely that all three levels of government would contribute to this fund.

BENEFITS

New firms for Saskatchewan.

Jobs for Saskatchewan residents.

New responsive capacity for technical institutes.

CRITICAL FACTORS FOR SUCCESS

Institutes would require the FLEXPRO (#29) system to develop programs within industry time frames. The special FIRMSTART fund, the authority to expend it, and the development of a close working relationship with the industrial development offices in the region are as equally critical.

PARTNERSHIP STRATEGY #37

CUSTOMIZED JOB TRAINING

DESCRIPTION	Short or long term retraining or upgrading of existing employees in established firms. This instruction would be offered on a cost recovery basis of actual instruction. The instruction could take place at the institute, in industry, or some other suitable location.
RATIONALE	Many smaller firms do not have the resources to provide retraining or upgrading to their employees. Furthermore, as an institute is able to use existing facilities and equipment, their real cost per hour of instruction could be lower than that which could be provided within the firm.
COSTS	As indicated, direct instructional costs would be cost recovery. A small administrative unit initially consisting of at least one professional and one support staff member would be required.
BENEFITS	A new market for the institutes. Greater use of existing equipment and facilities. More responsiveness on part of institute.
CRITICAL FACTORS FOR SUCCESS	A considerable marketing program may be necessary initially and perhaps on an ongoing basis to ensure that employers were aware of this service.

PARTNERSHIP STRATEGY #38

INDUSTRY BASED TRAINING

DESCRIPTION

A job training program is designed in areas in which job demand are significant but not sufficiently so to justify a regular program. Programs would consist of some existing core courses offered by the institute and instruction in specific areas provided by an employer who receives a nominal fee for this service. An INDUSTRY BASED TRAINING counsellor employed by the institute monitors the progress of the program.

RATIONALE

The number and range of job types is growing constantly. There are currently more than 20,000 job titles in the Dictionary of Occupational Titles. No institute can offer regular programs in more than a very small number of these areas.

INDUSTRY BASED TRAINING offers a method by which an institute can design a customized program for a group of students which is too small to justify traditional instruction.

COSTS

Comparable per students day costs as in regular instruction are feasible on a twelve to one INDUSTRY BASED TRAINING counsellor-student ratio. No additional facility or equipment costs.

BENEFITS

Significantly increase in range of foot-in-the-door training available from the institute.

Reduces pressure on system to offer programs in areas where insufficient employment demand currently exists.

Demonstrates institute's commitment to responsiveness.

Program is designed to meet specific needs and interest of the student.

CRITICAL FACTORS FOR SUCCESS

Counsellor must visit work site and meet with student and supervisor once a week and ensure that actual instruction is taking place as agreed upon.

STRATEGIES OF CHANGE

Most educational innovations fail. Authorities suggest something like 90% of alternative approaches in post-secondary education do not last beyond three years.

There are various explanations for this. One, insufficient resources are committed to the project for a period long enough to seriously test the innovation. Two, administrative commitment is often lacking. With senior staff often primarily concerned with short term payoff, there is little but nominal support to changes which may not come to fruition for years. Three, the staff who have to make the innovation happen nave no sense of ownership. Four, many individuals resist change as a threat to their own job security. Five, bureaucracies are designed to maintain stability and therefore always resist change.

At the same time, based on those cases of successful innovation, strategies for change can be developed. One, change requires support from all who will be effected. This always includes senior administration and it usually includes faculty. Two, since change almost always takes longer to achieve than anticipated, it requires sustained commitment, particularly in terms of resources. Three, successful change is usually a result of focusing on a relatively small number of projects at one time.

Practical and specific change strategies for the technical institutes in Saskatchewan must also take into consideration their history, structure, personnel, governance, finance, previous experience with change, leadership, external environment, and other factors. Synthesizing all of this, recommendations for the successful implementation of Partnership Strategies are outlined in the next section.

RECOMMENDATIONS

1. Develop a Climate for Change

This might appear almost impossible to achieve, as technical institute staff are highly skeptical of top down change. What is recommended is a simple one page memo from the Minister/Deputy Minister/Assistant Deputy Minister announcing that he endorses change directed towards working more closely with industry. At the same time, this theme should be developed in the public mind. None of this will have much impact, however, unless simultaneously coupled with the second recommendation.

2. Select and Implement Symbolic Partnership Strategies

The symbolic Partnership Strategies are intended primarily to change perceptions. They are designed to create a climate and a tone for change. Therefore, the more simple and straight forward the better. The Program Graduate Warranty is a unique concept in education in Canada and perhaps in the world. It would demonstrate that institutes in Saskatchewan not only recognize that education and training can become outmoded, but are prepared to do something about it. That is a very powerful symbolic message. The Program Graduate Warranty could easily be implemented with programs staffed by instructors amenable to change.

Another unique strategy is that of the Sherpa Service. Even though this is included in the section on Human Resources, it has not only that long term value but has potent short term symbolic potential. The Sherpa Service says to industry that the institutes are not only unafraid of change, they welcome it. The Sherpa Service says that the institutes are so open to change from industry that they will assist

industry to cope with the educational bureaucracy with a highly skilled staff member as a guide.

Properly marketed, both the Program Graduate Warranty and the Sherpa Service would obtain local, provincial, national, and perhaps international recognition as mechanisms for partnership with industry.

Having implemented a number of symbolic Partnership Strategies, the internal resistance to change may begin to break down. This will likely take a minimum of six months, even for those relatively open to change. For others, it may take years. For those fully institutionalized, it may not happen at all. Nevertheless, after the successful implementation of some of these symbolic mechanisms, selected substantive strategies may be implemented.

3. Select Substantive Partnership Strategies

While these strategies may not be implemented for some time, work on them must begin as soon as possible. As indicated previously, the history of unsuccessful change informs us that implementation is complex and time consuming. At the same time, however, even when these strategies are implemented, it is assumed that efforts to create a climate of change through Symbolic Partnership Strategies and other mechanisms continue. In particular, individual staff members in the institutes who initiate or facilitate change must, like in successful private sector organizations, be recognized. This does not necessarily mean financial recognition. Recognition is often most powerful when it is least expensive. Public appreciation of staff members who have made significant contributions to the institute encourages more such behavior on the part of the person so recognized as well as by others.

In selection of substantive Partnership Strategies, it is recommended that a number of strategies be presented to both industry and to institute staff. These can be packaged in separate videotape presentations which then can be viewed by groups around the province. Recommendations from various industry groups could then be forwarded to the Saskatchewan Industrial Training Advisory Committee (SITAC). Recommendations from faculty groups could be forwarded to the Tri Institute Council (TIC). At this point, a joint meeting of the SITAC and TIC could be called and each group could present its recommendations. With the Minister of Advanced Education and Manpower in the chair, this joint meeting could attempt to come to some consensus as to the most appropriate strategies to implement.

It should be noted here that it is not assumed that the Partnership Strategies recommended in this report are inclusive. There are virtually an infinite number of possible strategies available, and perhaps a number of others will emerge in the process. Indeed, the most valuable contribution that some of the Partnership Strategies may have is to stimulate the development of augmented or alternative strategies.

4. Implement Substantive Strategies

When one or more strategies have emerged from the process of consensus, these should be prepared for implementation. This should be done in light of what has been learned about successful implementation of innovation in education. In particular, substantive change requires sustained commitment. The most tangible element in this matter is resources. The change project must be established as a special project

and receive committed dollars over a multi year period, likely three or four years. As well, it must receive administrative commitment. Few significant innovations proceed without some major problems. Senior administration in the Department and in the institute concerned must recognize this and give a guarantee of commitment to the project for a pilot period of three or more years. Related to this, senior administration must resist the inclination to over-manage the process. A team must be selected to develop the innovation and it must be allowed to do so within the mandate awarded. Nothing is likely to destroy the innovation faster than an administration which cannot accept that innovation means doing things differently, feels uncomfortable about this, and begins to bring the innovative project into the regular and traditional way of doing things.

Thus, the substantive strategies chosen must receive committed funding over a period of years, must receive the guarantee of support from senior administration, and must be allowed to test the innovation fully even when it is inconsistent with established practice and procedures.

5. Evaluate Strategies Implemented

A mechanism should be established prior to implementation to monitor the change process in practice. This process should evaluate the level of accomplishment of the stated goals. As well, and this is critical in new developments, it should measure to what extent any unanticipated changes took place. In some innovative projects, these have turned out to be more significant than those which were planned.

DECISION GUIDE FOR IMPLEMENTATION OF PARTNERSHIP STRATEGIES

No.	STRATEGY	CATEGORY *	SUBSTANTIVE IMPACT	CAPACITY TO CHANGE INDUSTRY PERCEPTION OF INSTITUTES	ADDITIONAL RESOURCES REQUIRED	SUGGESTED ACTION
1	PROGRAM GRADUATE WARRANTY	SYMBOLIC	Guaranteed Retraining	Considerable	Litt'e or none	Select pilot programs, develop, and implement.
2	OCCUPATIONAL INSURANCE	"	Financial support for Retaining	Considerable	Little or none	Recommend to appropriate governmental agencies.
3	PARTNERSHIP BUILDER	"	Recognition	Moderate	Little or none	Implement as soon as possible.
4	MOBILE HIGH TECH LAB	"	Flexibility	Considerable	Considerable	Approach high tech firms for equipment and then obtain truck.
5	SNEAK PREVIEW	"	Access	Moderate	Little or none	Implement as soon as possible.
6	INDUSTRY DAYS	"	Marketing	Considerable	Moderate	Implement as soon as possible.
7	DAYBREAKERS	"	Marketing	Considerable	Moderate	Implement as soon as possible.

* Symbolic - intended primarily to change perceptions of staff and/or industry and society
Structural - designed to increase productivity through realignment of authority and relationships
Human Resources - developed to increase staff utilization
Program Development and Delivery - intended to improve responsiveness in development and flexibility in delivery.

57

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DECISION GUIDE FOR IMPLEMENTATION OF PARTNERSHIP STRATEGIES

No.	STRATEGY	CATEGORY *	SUBSTANTIVE IMPACT	CAPACITY TO CHANGE INDUSTRY PERCEPTION OF INSTITUTES	ADDITIONAL RESOURCES REQUIRED	SUGGESTED ACTION
8	JOB TRAINING CORP	STRUCTURAL	Concert Resources	Considerable	Considerable	Implement if new program development and delivery strategies are developed.
9	MARKETING SEGMENTATION	"	Marketing Capacity	Significant	Minor	Implement as soon as possible.
10	MARKETING DIVISION	"	New Emphasis	Significant	Somewhat	Implement as soon as possible.
11	FACILITY DEVELOPMENT	"	New Facilities	Considerable	Little	Depends upon finding private sector partner.
12	INSTITUTE INTELLIGENCE	"	Environmental Monitoring	Moderate	Moderate	Implement as soon as possible.
13	PROGRAM COUNCIL	"	Responsiveness	Significant	Moderate	Pilot test in Tourism and Hospitality.
14	INDUSTRY INSTITUTE COUNCILS	"	Responsiveness	Moderate	Minor	Implement as soon as possible.
15	COLLEGE-INSTITUTE FOUNDATION	"	Funded Innovation	Moderate	Minor	Implement if institutes and colleges recognize value.
16	PROGRAM FRANCHISING	"	Effectiveness/ Efficiency	Considerable	None	Review political impact.
17	VOUCHERS	"	Effectiveness/ Efficiency	Considerable	None	Review political impact.
18	DIFFERENTIAL TUITION	"	Distributed Student Demand	Moderate	Minor	Implement with year round operations.

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58

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19	SHERPA SERVICE	HUMAN RESOURCE	Facilitate Change	Considerable	Moderate	Implement as soon as possible.
20	TASK FORCE	"	Problem Solving	Considerable	Moderate	Implement as soon as possible.
21	PROGRAM COUNSELLOR	"	Upgrade Program	Considerable	Minor	Implement as pilot in Tourism and Hospitality.
22	PARTNERSHIP DEVELOPMENT	"	Encourage Creativity	Minor	Moderate	Implement as soon as possible.
23	RETURN TO INDUSTRY	"	Retrain Instructors	Major	Moderate	Implement as soon as can be negotiated.
24	INDUSTRY LOAN PLAN	"	Improve Programs	Considerable	Little or none	Implement as soon as participating firms can be found.
25	EXCHANGE PROGRAM	"	Retrain Instructors	Major	Minor	Implement as soon as can be negotiated.
26	STAFF INVESTMENT	"	Staff Renewal	Minor	Minor	Recommend to Public Service Commission and SGEU.
27	RETREATS	"	Sharing	Somewhat	Minor	Implement upon demand.
28	INTRAPRENUERSHIP	"	Encourage Initiative	Considerable	Somewhat	Develop full plan, allocate funds, and implement.

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29	FLEXPRO	PROGRAM DEVELOPMENT/DELIVERY	Responsiveness	Major	Moderate	Have model fully developed.
30	INTEGRATED PROGRAM DELIVERY	"	Flexibility	Considerable	Moderate	Have model fully developed.
31	SHARED RESOURCES	"	Efficiency	Moderate	Minor	Implement as soon as possible.
32	INDUSTRY AUDIT	"	Effectiveness	Moderate	Minor	Implement as soon as possible.
33	ENTERPRISE INSTITUTE	"	Encourage Initiative	Minor	Considerable	Develop full plan.
34	OPEN LEARNING INSTITUTE	"	Recognize Prior Learning	Moderate	Considerable	Implement in next budget year.
35	TWO PLUS TWO PLAN	"	Efficiency	Minor	Minor	Implement as soon as possible.
36	FIRMSTART	"	Responsiveness	Major	Moderate	Implement as soon as possible.
37	CUSTOMIZED JOB TRAINING	"	Flexibility	Major	Moderate	Implement as soon as delivery mechanisms are developed.
38	INDUSTRY BASED TRAINING	"	Flexibility	Major	Moderate	Implement as soon as delivery mechanisms are developed.

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SUMMARY

The technical institute is an environmentally dependent organization. Consequently, it must develop close working relationships with various sectors in its environment. Central among these is industry.

The concept of partnership is based on shared ownership. In the case of job preparation and upgrading, the institute does the training and retraining and industry employs the graduates.

This report outlined thirty-eight Partnership Strategies. They were organized in four categories: Symbolic, Structural, Human Resources, and Program Development and Delivery. Each Strategy was outlined in terms of description, rationale, costs, benefits, and critical factors for success.

Change is difficult to achieve in postsecondary education. However, a five step plan for successful implementation has been evolved for the Partnership Strategies based on the literature of change: One, a high level declaration of the spirit of partnership; two, selection and implementation of some symbolic strategies; three, selection of substantive strategies; four, implementation of substantive strategies; and five, evaluation of intended and un-intended outcomes.

The report concluded with a Decision Guide for the Implementation of the Partnership Strategies.

ERIC CLEARINGHOUSE FOR
JUNIOR COLLEGES

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